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ABSTRACT

A study evaluated a program designed to improve the reading attitude of students who had the skills to read independently but chose not to during their recreational reading time. Subjects, 25 third grade students enrolled in a public school in a rapidly growing city in Florida, performed in the 80th percentile or above on county, state, and national reading tests but were not actively involved in reading for pleasure, displaying a negative attitude toward reading as an activity choice. Subjects participated in a three-month program of attitude improvement and motivational techniques to encourage reading as a recreational activity, which included scheduling class time for recreational reading, putting less stress on the completion of workbook pages, introducing books by author, and implementing a reward system. Results indicated that 22 of the 25 subjects improved in attitude, reporting that they considered reading to be a pleasurable activity. Parents reported that 21 of the 25 students read magazines, books, and newspapers at home as a leisure time option. (Eight tables of data are included; and 19 references and survey instruments, a teacher's log, and correspondence are attached.) (RS)

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Encouraging Third Grade Students to Participate in Recreational Reading Through Attitude Improvement and Motivational Techniques

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Arlene M. Johnston
Cluster 27

A Practicum Report Presented to the Ed. D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY
1988

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PRACTICUM APPROVAL SHEET

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Approved:

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ABSTRACT

Encouraging Third Grade Students to Participate in Recreational Reading Through Attitude Improvement and Motivational Techniques. Johnston, Arlene M., 1988: Practicum Report, Nova University Ed. D. Program in Early and Middle Childhood.
Descriptors: Recreational Reading/Attitude Change/ Motivational Techniques/Elementary Education/ Reading/Reading Attitudes/ Primary Education.

This practicum addressed the problem of third grade students not choosing to read during their recreational reading time. The 25 students in this third grade classroom had the skills needed to read independently. They performed in the 80th percentile and above on county, state, and national reading tests but they were not being actively involved in reading for pleasure. The students displayed a negative attitude toward reading as an activity choice. The goal of the author was to improve attitudes and encourage recreational reading for these 25 third grade students.

A three month program of attitude improvement and motivational techniques to encourage third grade students to read as a recreational activity was implemented. Scheduling a time to read for pleasure in the classroom, putting less stress on the completion of workbook pages, introducing books by author, and a reward system were all parts of the solution strategy.

The results of the practicum were positive. Improvement was seen in attitudes toward reading as a leisure time activity. At the completion of the three month implementation period, 22 of 25 children said that they found reading to be a pleasurable activity and were observed choosing to read during choice times. Parents were pleased as they observed 21 of 25 children read magazines, newspapers and books at home as a leisure time option.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The public school in which this practicum project took place is located in a rapidly growing city in the middle of the western part of Florida, on the Gulf of Mexico. The target school is one of 23 elementary schools in the county school system.

The community has many aspects which make it a very desirable place to live. It has experienced a 20% growth rate within the past five years and growth is still continuing. Small industry as well as agriculture and service positions are major income sources for people living in the community in which the school is located.

Tourists are ever present. Many families have moved here for the winter months. Their children attend school in the area for six months and then the families move north for the remainder of the year, thus interrupting the children's education. The student growth rate at the time of the practicum project was 4.5% per year.

Writer's Work Setting and Role

The school in which this project was conducted is a co-educational public elementary school, housing students in grades kindergarten through five. A basal reader was the backbone of the total reading program. A rigid program of teaching basic skills was carried on through the language arts program. Test scores for third grade students at this school were very high in both the county and state testing programs.

The staff consisted of a principal, an assistant principal, a secretary, a clerk, a primary specialist for grades K-3, a guidance counselor, a media specialist, an art teacher, a music teacher, a physical education teacher, a speech clinician, a full-time Specific Learning Disabilities (SLD) teacher, two part-time SLD Resource teachers, 29 classroom teachers and eight classroom aides.

The staff worked with approximately 680 students from all socioeconomic levels. The ethnic makeup of students was 90% white and 10% black. Classes in K-4 were self-contained while grade 5 classes were ability or skill grouped as well as departmentalized. Forty percent of the total student enrollment came from single parent homes.

The staff was well prepared professionally with 16 teachers having Bachelor Degrees, 19 having Masters Degrees and two having Educational Specialist Degrees. All were certified by the state to teach at their level in their subject area. The faculty was very stable with most of the teachers having been at the school from 10 to 20 years.

The writer's responsibilities included teaching in a self-contained third grade classroom with 25 students. The writer was team leader of grade three, coordinating schedules, ordering materials, notifying team members of schedule changes, meeting times and monitoring conferences of other team members. The author was also computer committee chairperson, helping to order appropriate software for the school and doing training where needed.

The writer was adjunct professor for a university and taught two courses in reading to teachers working on either a Masters or Educational Specialist Degree in Reading. She held an Educational Specialist Degree in reading as well as reading certification on her state teaching certificate.

This practicum participant had taught for 29 years and 20 of them have been in the elementary classroom.

She had worked with numerous student teachers as a supervising teacher and with other interns from the university serving different levels of observational requirements.

The writer served on the county curriculum committee for language arts and for computer literacy. She has been trained and has worked for a private learning corporation.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Third grade students were not choosing to do recreational reading. The children were not choosing to read during the classroom choice activity times and they were not choosing to read at home when free time was available.

The attitudes of the children appeared to be rather negative toward reading. They did not seem to want to turn their decoding and comprehension skills into useful, informative, or enjoyment reading when given the opportunity.

The problem which was addressed in this practicum was that students in the third grade class were not choosing to read during their free choice time and were not participating in recreational reading. They displayed poor attitudes when urged to read during their choice time.

Problem Documentation

Observations by the classroom teacher and discussion with the principal, primary specialist, and librarian confirmed the need to study this problem area

further. The teacher did a survey of materials and found an excellent reading attitude inventory for primary children, the Primary Reading Attitude Index (see Appendix A). Further study found the Hanson Self Commitment to Independent Reading Scale which measured the possible problem from a more sophisticated approach (see Appendix B). A teacher-designed parent survey (see Appendix C) and a teacher observation checklist (see Appendix D) were used to complete the evaluation process.

Reading attitude inventories for primary children are few in number to choose from. Attitudes of young children are often difficult to gather because children tell the evaluator what they think they should say and not how they really feel. The format of the response sheet and the use of faces (see Appendix A) made the Primary Reading Attitude Index easy to use as well as making it possible to evaluate all of the attitudes of the children in either the large group setting or on an individual basis.

Numerical values were given to the three faces to help evaluate the responses of the children. Three was the most positive response and one was the least positive. The responses showed 11 of 25 had positive

feelings toward reading. Table 1 shows the pretest results.

Table 1

Primary Reading Attitude Index Responses
Pretest

	Pretest Face 3
1. You are sitting at home. You are thinking about what to do. You take out a book to read. Circle the face that shows how you feel.	11
3. You have time to read before you go to sleep. You choose a book to look at or read. Circle the face that shows how you feel.	11
21. Tomorrow the class will have more time for reading. You will be able to look at any books in the room. Circle the face that shows how you feel.	11

The survey administered to the students concerning reading attitudes showed that, here again, 11 of 25 students had positive feelings toward reading. The following Table 2 shows pretest responses for those who responded "always" to each of the three items.

Table 2

Hanson Self Commitment to Independent
Reading Scale Responses
Pretest

	Pretest Always
1. I like to read during my free time.	11
5. I wish I had more time for reading.	11
15. I spend a lot of my spare time reading.	11

A parent questionnaire asked if children read as a choice activity or participated in any recreational reading at home. A tally showed that only 2 of 25 children were observed by their parents to be seen reading books, magazines or newspapers while at home. The results of the questionnaire is found in Table 3.

Table 3
Parent Survey Responses
Pretest

	Pretest Often
After school, does your child:	
1. read books?	2
2 read magazines?	2
3. read the newspaper?	2

All of the parent survey forms were returned as a result of the urgings of the students, themselves. Bringing in or returning all necessary materials that are to be responded to or signed was considered a step to good classroom citizenship, another job undertaken in the classroom situation. The writer found the parent responses interesting because they included notes of clarification on the side of the page as each question was considered and answered. Many of the parents stated that their child read a certain comic strip in the newspaper but did not read the local or national news items. Television was a great favorite which the parents identified as an after school child care option till parents returned home from work. Many responded that they wished they had the time to be able

to read to their child but the problems of time, work related responsibilities, and single parent families were often mentioned.

A teacher observation checklist to see how many children were actually choosing to read during their choice time revealed that 8 of 25 children were observed to choose a book and read during the choice times. Totals from the pretest are shown in Table 4.

Table 4

Teacher Observation CheckList Responses
Pretest

	Pretest
Child:	
1. chooses book to read during free time.	8
5. is observed reading.	8
6. visibly enjoys reading.	8

Choice times came available variously in the school day schedule allowing all students to have this option in their own educational plan. Students of all levels helped plan their own day so the low achieving

student could still participate in all activities. Choice was not something that one could do only when all other work was completed. The teacher observation checklist was used for a week at the beginning of the proposed study as a tool to determine, by observing, the children's choice activities. Although many children had library books during that period, only eight were observed consistently choosing to read and were actually observed reading. It was apparent that these eight really had found reading to be an enjoyable, satisfying activity. Several of the others who made reading a choice activity actually did not read but often chose to talk and cause disturbances.

Causative Analysis

There were many possible causes of the problem. For example, children may not have been encouraged to read at home or they may not have been encouraged to read at school. Also, children may not have seen adults reading either at school or at home. Workbooks and skill drill activities may not have allowed the students time to read for pleasure. Still another reason for children not reading may have been the fact that television viewing at home may have been taking

away the emphasis on reading for pleasure. Students may have been attending child care centers after school which did not encourage individual reading while there. Children may not have been aware that they can select books by author, thus matching pleasure reading to their reading interest.

Relationship of the Problem to the Literature

In order to help solve the problem of students in the third grade class not choosing to read during their free choice time or not participating in recreational reading or displaying poor attitudes when they are urged to read during their choice time, the literature was reviewed to see what other experts in the field of reading had discovered concerning this real problem.

Anderson, Heibert, Scott, and Wilkinson (1985) believed that children of every age and ability ought to be doing more extended silent reading. Most children do not read very much during their free time. It was found that most children spend less than 1% of their free time reading.

There are about 44 million children in the United States. Two of every three children from this population either will not read or can not read

(Trelease, 1985). This statement is surprising when one considers the amount of stress that reading receives in each child's educational plan.

Klawitter (1984) stated that the importance placed on the task of learning to read is stressed more than the value of reading. Reading for pleasure should be given an important place in the learning plan for the total education of the child.

Morrow (1985) reminded educators that a primary purpose for any reading program is to ultimately make children want to read for just the pleasure of reading. The author pointed out, sadly enough, that many school reading programs are so concerned with the development of the individual skills that any voluntary reading is not only neglected but many times discouraged or even prohibited.

Barbe and Abbott (1975) make a shocking statement that library circulation statistics show that the amount of reading a child does decreases as he/she moves through the educational system.

Seven to 35 minutes per week was found by Hoffman (1987) to be the average length of time primary students spent reading from extended texts.

In a study done by Fox and Fanyo (1988) it was discovered that the average elementary student watched approximately 25 hours of television each week. Children three to five years of age spent an average of 54 hours a week watching television.

Heber and Nelson-Heber (1987) pointed out that the number one goal for the reading instruction program is to make the participants become independent readers who are able to read to increase their learning as well as for pleasure.

Cairney (1988) told his readers that research shows the associations children have with the basal reader are often of a very negative nature.

Hearing a story read aloud will often motivate children to want to read it themselves stated Smith (1989). He also stressed reading what he termed good literature to children because this offers a basis for the readers to evaluate the literature they continue to read by themselves.

Madden (1988) felt that poor attitudes toward reading caused many children to choose other activities instead of choosing reading when the option was given. The children failed to see how reading fitted into their basic needs and so it did not appear as a priority activity.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

It was the anticipated goal that the third grade students would choose reading for their free time choice activity both at school and at home. The attitudes of the children were to improve toward reading.

Specific objectives were to be met with the desired end result that there would be an observable improvement in the recreational reading choices of these third grade students as shown by a table of responses on the Parent Survey. The preliminary evaluation survey showed that only 2 of 25 children were observed by either parents reading books, magazines or newspapers while at home. The three items on the survey, which would be the ones used to determine changes, would be items one, two and three which ask the following questions: After school does your child 1) read books? 2) read magazines? or 3) read the newspaper? After the three month implementation of this practicum, the responses were to change from 2 of 25 to 20 of 25 children being observed by their parents to be seen reading books, magazines and newspapers

while at home. When the survey would be administered again, the increase from 2 to 20 of 25 children would denote successful attainment of this goal.

There was to be an observable improvement in the attitudes of these third grade students toward reading as a choice activity as shown by a table of responses on the Powell Primary Reading Attitude Index. Although this Index is quite lengthy, including 32 items for child response, only three items, here again, have been chosen to evaluate present attitude and possible growth. Item 1 states, "You are sitting at home. You are thinking about what to do. You take out a book to read." Item 3 says, "You have time to read before you go to sleep. You choose a book to look at or read." Item 21 says, "Tomorrow the class will have more time for reading. You will be able to look at any books in the room." When the Index was first administered, 11 of 25 children showed positive responses to these questions. At the end of this practium project the movement from 11 to 20 children would show successful attainment of this goal. Twenty children would respond to the face with the smile.

There was to be an increased use of reading related activities by the teacher. Until the time of

the implementation of this project, the teacher had used reading related activities approximately two times a week as evidenced by the teacher planning records. Teacher planning was to include daily reading related activities as can be evidenced by a teacher log kept throughout the three month implementation time.

There was to be an improvement in the attitudes of these third grade students as shown by a table of responses on the Hansen Self Commitment to Independent Reading Scale. Although this Reading Scale is, again, quite lengthy, only three items were chosen to evaluate individual commitment to reading. Items 1, 2, and 15 were selected because of their positive nature of questioning. Item 1 says, "I like to read during my free time." Item 5 states, "I wish I had more time for reading" and item 15 says, "I spend a lot of my spare time reading." Eleven of 25 students, when tested for attitude, responded in a positive manner. At the completion of the three month practicum implementation program, successful attainment of the desired goal would be for 20 of the children tested to respond to choice number four. A number value from four to one was given for each response, with four being high.

There would be an improvement in classroom choice activity reading as shown by a table of responses on the Teacher Observation Checklist. All children in the classroom were observed for a week and a check (✓) was placed by the item on the Teacher Observation Checklist when a child was seen practicing any of the listed behaviors during the day. Only eight were observed choosing a book and reading during various choice times. Here again, three items from the checklist were used to determine actual observations of children involved in the task of reading during their choice time. Items 1, 5 and 6 from the checklist stated that the child: 1) chooses book to read during choice time, 5) is observed reading, and 6) visibly enjoys reading. Since eight were actively involved in the choice reading process before the practicum study began, it was anticipated that 20 of the children involved would be observed actively choosing and reading for fun and pleasure during the classroom activity times.

Evaluation Tools would consist of the student Primary Reading Attitude Index (Powell, 1971) and the Hansen Self Commitment to Independent Reading Scale (Hansen, 1967). The children would show gains in positive answers involving attitude toward reading as

determined by a table using pretest and post-test evaluation tools (see Appendices A & B).

The parent involvement questionnaire would show a more positive reaction to recreational reading for children at home as determined by a table using pretest and post-test evaluation numbers (see Appendix C). More children would be observed, by their parents, reading at home.

The teacher observation checklist would show increased use of the positive use of reading as a recreational activity as determined by a table using pretest and post-test evaluation numbers (see Appendix D). More children were to be observed, by their teacher, reading at school.

More books from libraries, book stores, or home would be used by the students at home and at school as determined by an observation checklist used as a pretest instrument and a post-test evaluation.

Analyzing achievement using pretest and post-test information would show growth in the positive attitude toward reading as shown on a comparison table. A comparison of the pretest and post-test information would show growth in the increased use of books other than the basal or required reading text for reading.

The teacher would use an increased number of motivational activities for reading as evidenced by teacher's log.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Possible solutions would be that the love of reading should be fostered in any method of reading instruction states Carbo (1987). This does not always happen.

Providing children with the best of literature was one way Henry (1982) mentioned to motivate children to want to read. Children are not always presented with the best of the literature.

Fuchs (1987) found that a realistic way for teachers to get students to read is to find books that will appeal and speak to the students. Much care should be taken in selecting literature for children.

Sustained Silent Reading (SSR) is a program that supplements the regular reading program. Kaisen (1987) explained that teachers and students alike read materials of their own choice for a predetermined length of time. There are no reports, no workbook pages, and no interruptions to interfere with their enjoyment of reading.

Description of Selected Solution

Since research has suggested that the following solutions may develop independent readers, the introduction of good literature and a time to read were chosen as elements in the solution strategy. Less concentration on skill pages completed the plan.

Report of Action Taken

First, the topic of reading for fun and pleasure as a choice activity was introduced and discussed with the children.

A story that introduced Sustained Silent Reading (SSR) time was read to the class daily until completion. The main character in the story found enjoyment in this new found practice of reading for pleasure. Selected children's literature is listed in Appendix E.

At the end of the first week the SSR time was introduced into the daily classroom schedule with every child having the same block of SSR time each day. Freedom to read anywhere in the room was an option. The children were encouraged to move to a corner in the room, curl up under desks, or read on carpet squares.

The second week began with a shared book, art activity. Each of the children designed a book cover

for one of the books they had enjoyed reading. The cover included on it the title of the book, the author's name, and a picture of one of the exciting, neat, or interesting parts of the book. A discussion of book jackets preceded the activity. The covers were displayed around the classroom and some children also displayed the book as an extension activity, encouraging others to pick up a book and share its experiences. In this manner, children were taught pride in something they have chosen. The readers also chose to illustrate one of their stories. This was an optional activity because the prime purpose of this project was to encourage the act of reading for choice and did not stress reporting the activity.

At the beginning of the third week, the class was encouraged to design its own acronym for SSR. After considerable discussion they chose instead to stay with the Drop Everything and Read (DEAR) time slogan. This was done as a group reading extension activity and is included in the teacher's log (see Appendix F).

Introducing books by author and choosing the very best literature for this age group was another strategy to improve the weaknesses found in this project. Read aloud stories included adventure stories, funny

stories, biographies, and animal stories, to list just a few to stimulate interest and broaden the reading horizons of the young reader. Craft books and "how to" books were included in the classroom centers and used to increase awareness of the wide scope of variety in reading choices. Mystery stories were introduced during the read aloud time, admitting young readers to another exciting section of reading for enjoyment. Writing to an author or several authors and telling them about the student interest was also included in the list of solution strategies.

In the third week of the implementation of the practicum project the teacher started reading a book aloud but did not finish it. Stopping at a point of high interest caused some children to pick up the book to read the ending, just out of curiosity.

Less stress was placed on the completion of workbook pages for the ten week implementation time of this practicum. Instead, "let someone see you reading" was emphasized.

The fourth week activities included a day for them to come as a character from a book. The students were given the opportunity to guess the name of the character as well as the book title.

The total school population was invited to join the students in this setting during their reading activities. The principal, assistant principal, custodian, lunch room supervisor, and others were invited to share the SSR time and "let someone see you reading". It had been observed that many children do not have the opportunity to see adults reading.

Gummy bears as a type of classroom reward were introduced to the children through a read aloud story in which the story characters find gummy bears to be a delightful and wonderful form of reward. After the sharing of the story, gummy bears were given to each child for having extended the reading time by enjoying this read aloud story.

Classroom motivational activities included all of those mentioned in this section above. Pizza Hut has a motivational reading program called Book It that was used during the three month implementation program. The children were presented with a certificate for a free personal sized pizza at Pizza Hut upon the completion of a certain number of books read during a month's time. Gummy bears were used to reward individual book reading in the Book It reading enhancement program. The classroom treats of gummy

bears awarded for each book read gave the children instant rewards for books read as well as gave them a tangible means of immediate reinforcement. Participation in this program was the individual child's choice but it was a step in the solution strategy.

The program was implemented for three months. Each of the listed procedures was closely followed. Parent conferences soon revealed the fact that the children were reading at home by choice. Many parents wanted to know why and how this was happening. Many expressed amazement and pleasure. They said that now the children were requesting books as presents. The children were also asking to make trips to the public library. The parents appeared to be delighted that this was happening.

The children had a sad experience during this field study. Several of the students had met Peggy Parrish when she had visited the area last year. Miss Parrish was the author of many children's books which the children in this practicum really enjoyed reading. The children shared how Miss Parrish told where her ideas came from to write stories. She had told about her eight cats and how they were always involved in her

stories. The children had read the many different kinds of books written by Peggy Parrish. One of the children wrote a letter to her, telling Miss Parrish how she loved the stories and how much the entire class enjoyed them. Miss Parrish sent bookmarks to each of the children in the class and added a personal, handwritten message to the child who had written the letter (See Appendix G). Peggy Parrish died November 18, 1988, and the children felt a personal loss.

One activity was particularly interesting. This activity, listed in the Teacher's Log found in Appendix F, stated that the children would write why they liked or did not like Drop Everything and Read (DEAR) time. All 25 children wrote that they liked DEAR time. Several of the children expressed the feeling that they were glad that there was finally time just to read in school. Others felt that it was very strange that, since so much of the school day was spent in learning to read, they had not been permitted to read. Some said that it was nice to be like their parents and be able to read a magazine or a newspaper.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The anticipated goal was that third grade students would choose reading for their free time choice activity both at school and at home. A second goal was that the attitudes of these children would improve toward reading. It had been decided that the specific objectives would be met if there were an observable improvement in the recreational reading choices of these third grade subjects as determined by looking at the table of responses on the Parent Survey. The preliminary evaluation survey showed that only 2 of 25 children were observed by either parent reading books, magazines or newspapers while at home. Successful completion of the practicum would show, at the end of the three month implementation, 20 of 25 children being observed by their parents while reading books, magazines and newspapers at home.

The results were positive and very rewarding. In each case the post-test score was an improvement over the pretest score evaluation before the implementation. Of the 25 students in the classroom, 21 children

demonstrated that they now had positive feelings toward reading as shown on the Primary Reading Attitude Index displayed in Table 5.

Table 5

Primary Reading Attitude Index Responses
Pretest/Post-test

	Pretest Face 3	Post-test Face 3
1. You are sitting at home. You are thinking about what to do. You take out a book to read. Circle the face that shows how you feel.	11	21
3. You have time to read before you go to sleep. You choose a book to look at or read. Circle the face that shows how you feel.	11	21
21. Tomorrow the class will have more time for reading. You will be able to look at any books in the room. Circle the face that shows how you feel.	11	21

The Hansen Self Commitment of Independent Reading Scale, a more sophisticated approach used to measure attitudes toward reading, showed 24 of the 25 subjects

making positive responses to reading as a leisure activity (see Table 6).

Table 6

Hanson Self Commitment to Independent Reading Scale Responses Pretest/Post-test

	Pretest Always	Post-test Always
1. I like to read during my free time.	11	24
5. I wish I had more time for reading.	11	24
15. I spend a lot of my spare time reading.	11	24

The teacher designed parent survey (see Table 7) showed an increase in at home reading activities.

Table 7

Parent Survey Responses
Pretest/Post-test

	Pretest Often	Post-test Often
After school, does your child:		
1. read books?	2	20
2 read magazines?	2	20
3. read the newspaper?	2	20

The beginning of the three month implementation program showed only 2 of the 25 students as being observed by their parents reading books, magazines or newspapers while at home. There was an improvement from the 2 children to 20 of 25 children being observed reading while at home.

The teacher observation checklist showed eight children being observed consistently as reading during choice time at the beginning of the implementation. Twenty children were consistently being observed to be reading during their choice times and all of the 25 were seen reading during DEAR time (see Table 8).

Table 8

Teacher Observation CheckList Responses
Pretest/Post-test

	Pretest	Post-test
Child:		
1. chooses book to read during free time.	8	20
5. is observed reading.	8	20
6. visibly enjoys reading.	8	20

Conclusions

In this practicum children who were given the opportunity to find pleasure in reading, did read for pleasure. By placing less stress on workbook page completion and individual skill mastery and more stress on reading to read, attitudes were improved and the students were actually doing what educators want them to do, read. Time was provided for the children to read. Literature was introduced by the author so that the students would know where to search for materials which interested them. Many kinds of reading materials were used so that the students saw that one may read many different books, magazines, and newspapers.

In recent testing, scores have not gone down as a result of this practicum. In fact, in some areas the scores have improved. Children, who could not or would not read, have found success and are now reading.

Recommendations

Because the implementation was very successful, this practicum writer will continue the plan throughout the remainder of the school year. It is also the plan to continue this program in the following year with the next group of third grade students. Research will be consistently read and evaluated in order to keep the activities current and interesting.

Dissemination

The other four third grade teachers at the writer's school were very interested in the project and the results. The program will be extended to the remaining third grade classes next year. The author will share the practicum and the results at the county language arts curriculum meetings and will offer the plan to any teachers interested in implementing this program at their respective schools. The writer will also share the research and many of the activities with the students in the graduate reading courses she teaches.

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APPENDIX A

PRIMARY READING ATTITUDE INDEX

A. Powell

Primary Reading Attitude Index

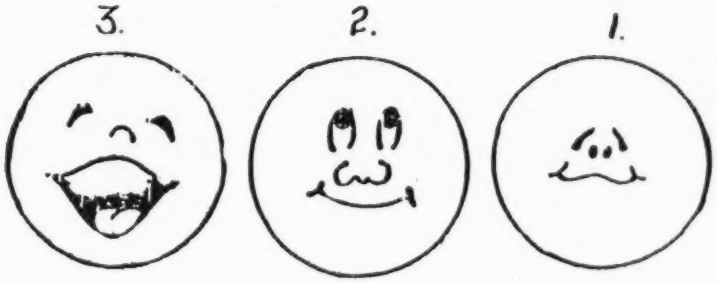
1. You are sitting at home. You are thinking about what to do. You take out a book to read. Circle the face which shows how you feel.
2. There's a lot more time left in reading class. The teacher says that you may do more pages in your reading workbook. Circle the face which shows how you feel.
3. You have time to read before you go to sleep. You choose a book to look at or read. Circle the face which shows how you feel.
4. You are playing outside. You go in the house to read or look at a book. Circle the face which shows how you feel.
5. The school library has just got a lot of new books. Circle the face which shows how you feel.
6. Your father is reading the newspaper. He lets you look at some of it. Circle the face which shows how you feel.
7. Your teacher is reading a poem to the class. Circle the face which shows how you feel.
8. Tomorrow the class will have more time for reading. You will do more work in the reading workbook. Circle the face which shows how you feel.

9. You have books to read at home. Circle the face which shows how you feel.
10. You have heard or read a story. You draw a picture about that story. Circle the face which shows how you feel.
11. Your class is having sharing time. You tell about a book you have read or heard read aloud. Circle the face which shows how you feel.
12. You are playing "make believe." You make believe you are someone from a story you have read or heard read aloud. Circle the face that shows how you feel.
13. You are at home having dinner. Your parents ask you if you have read or heard a good story. Circle the face which shows how you feel.
14. You have written a story about yourself. The teacher lets you read it to the class. Circle the face which shows how you feel.
15. You're going to the school library to hear a story. Circle the face which shows how you feel.
16. There's a lot more time left in reading class. The teacher says that you can read more in your reading book. Circle the face which shows how you feel.

17. You can either listen to someone read a story or see the story on television. You listen to someone read the story. Circle the face which shows how you feel.
18. Your mother goes shopping. She buys you a book. Circle the face which shows how you feel.
19. You and your friends are going to do something together. You decide to look at a book. Circle the face which shows how you feel.
20. The class is doing arithmetic (mathematics). It is time to listen to a story. Circle the face which shows how you feel.
21. Tomorrow the class will have more time for reading. You will be able to look at any books in the room. Circle the face which shows how you feel.
22. You are eating breakfast. You read the cereal box. Circle the face which shows how you feel.
23. You have learned a poem. You say it to the class. Circle the face which shows how you feel.
24. Tomorrow the class will have more time for reading. You will read more in your reading book. Circle the face which shows how you feel.
25. You see some of your friends. You tell them about a book you have read or heard read aloud. Circle the face which shows how you feel.

26. You are looking at a magazine. Circle the face which shows how you feel.
27. You are looking at pictures in a catalogue. Circle the face which shows how you feel.
28. You have grown up. You read a lot. Circle the face which shows how you feel.
29. You are going to the public library. Someone reads a story. Circle the face which shows how you feel.
30. You have time to do what you want to do. You make up a poem. Circle the face which shows how you feel.
31. Your class is doing reading and arithmetic (mathematics). You are doing your reading. Circle the face which shows how you feel.
32. You are trying to make a rhyme. Circle the face which shows how you feel.

Circle the face which shows how you feel.



APPENDIX B

HANSEN SELF COMMITMENT TO INDEPENDENT READING SCALE

H. Hansen

Hansen Self Commitment to Independent Reading Scale

Date_____School_____

Always	Usually	Seldom	Never	
4	3	2	1	1. I like to read during my free time.
4	3	2	1	2. I would rather do almost anything but read.
4	3	2	1	3. I enjoy the characters and ideas in books.
4	3	2	1	4. I think reading is boring.
4	3	2	1	5. I wish I had more time for reading.
4	3	2	1	6. I only read when someone forces me to read.
4	3	2	1	7. Many books appeal to me.
4	3	2	1	8. Life is just as much fun without having to read.
4	3	2	1	9. I find myself wanting to read when I should be doing other things.
4	3	2	1	10. I do not like to read during my free time.
4	3	2	1	11. I like to read better than anything else I do.

4	3	2	1	12. My mind wanders from the book when I try to read.
4	3	2	1	13. Reading is fun for me.
4	3	2	1	14. If I had more time I would rather do anything but read.
4	3	2	1	15. I spend a lot of my spare time reading.
4	3	2	1	16. Life is fun because of books and reading.
4	3	2	1	17. I don't like to read because there are only a few good books.
4	3	2	1	18. It is difficult for me to get interested in a book.

APPENDIX C

PARENT SURVEY

Parent Survey

Dear Parents,

Please take just a minute to answer these few questions concerning your child's reading habits at home. There is no right or wrong answer. This is just a classroom survey. Put "O" for often, "S" for seldom and "N" for never.

Thank you for your cooperation.

Mrs. Arlene Johnston

After school, does your child

_____ 1. read books?

_____ 2. read magazines?

_____ 3. read the newspaper?

_____ 4. watch television?

_____ 5. listen to tapes and records?

_____ 6. like to be read to?

_____ 7. have a favorite book?

_____ 8. like to play outside?

_____ 9. go to the public library?

_____ 10. play with friends?

_____ 11. talk on the telephone?

APPENDIX D

TEACHER OBSERVATION CHECKLIST

TEACHER OBSERVATION CHECKLIST

Child:

1. Chooses book to read during free time.
2. Has books from public library.
3. Has books from school library.
4. Has books from book store.
5. Observed reading.
6. Visibly enjoys reading.
7. Listens attentively to story read aloud.
8. Responds to humor and excitement in read aloud story.

APPENDIX E

SELECTED CHILDREN'S LITERATURE

Selected Children's Literature

HARRY ALLARD

Miss Nelson Is Missing

Miss Nelson Is Back

Miss Nelson Has a Field Day

JUDY BLUME

Freckle Juice

ERIC CARLE

The Very Hungry Caterpillar

BEVERLY CLEARY

Ramona Forever

Ramona and Her Father (Gummy Bears)

Ramona Quimby, Age 8 (DEAR time)

Ramona the Pest

Henry Huggins

Beezus and Ramona

WENDE AND HARRY DEVLIN

Cranberry Thanksgiving (Cranberry Bread Recipe)

Cranberry Christmas (Cranberry Cookie Recipe)

RUSSELL HOBAN

Bedtime for Francis

Birthday for Francis

Bread and Jam for Francis

Baby Sister for Francis

PEGGY PARRISH

Amelia Bedelia

Amelia Bedelia and the Baby

Good Work, Amelia Bedelia

Teach Us, Amelia Bedelia

Dinosaur Time

Haunted House

SHEL SILVERSTEIN

A Light in the Attic (Poetry)

Where the Sidewalk Ends (Poetry)

DONALD SOBOL

Encyclopedia Brown Solves Them All (Children help solve mysteries)

JUDITH VIORST

Alexander and the Terrible, Horrible, No Good, Very Bad Day

LAURA INGALLS WILDER

Little House on the Prairie

Little House in a Big Woods

The Long Winter

Farmer Boy

APPENDIX F

TEACHER LOG

TEACHER LOG

Week - Day

1 1. Discuss reading for fun and pleasure as a choice activity.

2. Read story to class that introduces Sustained Silent Reading (SSR)

3. Read story orally to class

4. Read story orally to class

5. Introduce SSR into daily schedule

Read story orally to class

2 1. Do a shared book activity

Discuss book jackets

SSR

Read story orally to class

2. Design a book cover for one of the books they have enjoyed reading

SSR

Read story orally to class

3. Display book cover and book in classroom

SSR

Read story orally to class

4. Share book

SSR

Read to class

5. Illustrate part of story

SSR

Read to class

3 1. Discuss SSR, DEAR and other acronyms of uninterrupted silent reading time.

SSR

Read to class

2. Decide on acronym for class to use for their own silent reading time.

DEAR

Read to class

3. Read aloud adventure stories

DEAR

4. Read aloud adventure stories

DEAR

5. Read aloud adventure stories

DEAR

4 1. Discuss favorite book characters

Discuss the possibility of coming to school as your favorite book character. This was an optional activity.

DEAR

Read to class

2. Continue discussing characters for dress alike activity.

DEAR

Read to class

3. DEAR

Read to class

4. DEAR

Read to class

5. Come to class dressed at character from book

DEAR

Read to class

5 1. Draft letter to Peggy Parrish

DEAR

Read to class

2. Finish letter to Peggy Parrish

DEAR

Read to class

3. Mail letter to Peggy Parrish

DEAR

Read to class

4. DEAR

Read to class

5. DEAR

Read to class

6 1. Introduce books by different authors

DEAR

Read to class

2. Introduce books by Laura Wilder

DEAR

Read to class

3. Continue stressing Laura Wilder books

DEAR

Read to class

4. Continue stressing Laura Wilder books

DEAR

Read to class

5. Encourage reading Laura Wilder books

DEAR

Read to class

7 1. Write why I like/do not like DEAR time

DEAR

Read to class

2. Introduce books about dinosaurs

DEAR

Read to class

3. Continue to read dinosaur books

DEAR

Read to class

4. DEAR

   Read to class

5. DEAR

   Read to class

The remaining weeks of the implementation were spent making sure that DEAR time was in the schedule for each day as well as time for the teacher to read to the class. Less stress was put on the completion of workbook pages and the teaching of isolated skills. Children were encouraged to go to the school library and look for interesting books to read. Regular classtime sharing was expanded to include the sharing of library books. The teacher gave a lot of positive reinforcement when children were seen reading.

APPENDIX G

CORRESPONDENCE

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EDUCATIONAL PUBLISHERS

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October 6, 1988

Mrs. Arlene Johnston
329 22nd Street Court East
Bradenton, FL 34208

Dear Mrs. Johnston:

Thank you for your letter of September 7th and your kind comments about my book Personalized Reading Instruction. I am sorry you have not been able to get permission to use material that appears in the book.

May I suggest that you write to Mr. Jerry Abbott in Minnesota? His address appears below. I believe he will be able to assist you in your endeavors to obtain the permission you need. You may tell him I suggested you contact him.

Good luck with your paper!

Sincerely,

Walter B. Barbe

Walter B. Barbe, Ph.D.
Editor-in-Chief

ctg

Mr. Jerry Abbott
Director of Personnel Services
Bemidji Public Schools
15th and Beltrami
Bemidji, MN 56601

Arlene
You may use anything you like. Best wishes.

October 9, 1988

Mr. Jerry Abbott
Director of Personnel Services
Bemidji Public Schools
15th and Beltrami
Bemidji, MN 56601

Dear Mr. Abbott,

I am a doctoral student at Nova University working on an Ed. D. in Early Childhood and Middle Years. My major paper is entitled "Encouraging Third Grade Students to Participate in Recreational Reading Through Attitude Improvements and Motivational Techniques". I found your book Personalized Reading Instruction written with Dr. Walter Barbe to be exceptional.

I would like permission to quote from and reproduce Annelle Powell's "Primary Reading Index" and Harlan Hansen's "Hansen Self Committment to Independent Reading Scale". I have written to both authors as suggested in your book but have received no responses. Powell's letter was returned unopened while no response was received from Hansen. Since these two lend themselves so well to measuring overall changes in

RECEIVED
OCT 13 1988
DIRECTOR OF PERSONNEL

Alicia, I'm glad you like my stories. I hope you will want to read more of them.

PEGGY PARISH

Dear Reader Friends,

How I would love to be able to write to each of you personally and answer all of your questions. I so much enjoy your letters. But there are so many of you and just one of me! Thus I will try to answer the questions most often asked in your letters and by the children in the schools I have been fortunate enough to visit.

The big question is, "Where do you get your ideas?" And I've tried to find the answer to that one for years, but still do not really know. We all know imagination is where all ideas come from. But we do not know why each of us uses imagination in a different way. It is truly one of the greatest gifts we have, and we all have it in one form or another. It's what makes each of us a very special person.

The second question is often, "Are your stories true?" That, too, is hard to answer because some parts of most of my stories are true and other parts are imaginary. Many of the events in my mystery books come from my own childhood. But the plots come from imagination.

Many children ask which is my favorite book. The answer to that is easy. It's always the one I'm working on or the one I just completed.

Another favorite question is, "How did you become a writer?" That, too, is a puzzler. I always enjoyed writing, but never planned to be a writer or took a course in writing. Sometimes I wonder myself how I became one. But I do know that once I decided to be one it took much hard work to learn the skills and several years of practice. I could not have done it alone, but was blessed in having editors who cared enough and were patient enough to help me. A good editor is like a good teacher. And you all know how great they can be.

I grew up in the small town of Manning, South Carolina and graduated from the University of South Carolina. From there I went to Drakesboro, Kentucky and taught high school for one year, then moved on to Texhoma, Oklahoma and taught third grade there for two years.

And then came my dream — New York City. I knew from the time I was a small child that I wanted to be in some creative field, but I did not know what. New York seemed to be the place for me to find out.

And it was! I taught in an experimental progressive school for many years and there began to write.

Now I have returned to my native state of South Carolina and am again living in Manning.

As writers, we want to know what kind of books you enjoy and would like more of. So it's up to you to let us know your ideas.

Your friend,

Peggy Parish